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ABSTRACT

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing second grade social studies curriculum. The 10 lessons cover the following concepts: friendly, unfriendly and dependable behaviors; friendship responsibilities; trust; individual, group and public ownership; loaned property; conflict over joint ownership; sharing use and responsibility of co-owned property; taxes; community helpers; public services, jobs and workers: authority; rules; penalties; law; police; crime; and helpful and harmful citizenship behaviors. The lessons aim to: develop the ideas that friendships do not last if people are selfish and inconsiderate, owners of shared property must find ways to share use and responsibility of property, some property is used and owned by everyone in the community, and some people are paid by everyone to provide helpful services for the community; explore personal concepts of responsibility and trust; develop respect for property ownership; investigate the roles of a librarian and a police officer as public authorities; and stimulate the use of public service and discriminate between helpful and harmful citizenship behaviors. Each lesson includes a purpose statement, concepts to be learned, materials needed, student objectives, suggested activities, and black and white illustrations. (NQA)

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CITIZEN ME

An Experiential Curriculum

for

Citizenship Education

Level Two

Jean Lantz, Ed.D.

Harris County Department of Education
Office of County School Superintendent
George M. Crowson, Superintendent
1979

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RATIONALE

CITIZEN ME

A broad goal of this project is the development of a curriculum integrating concepts of basic citizenship education with community involvement. The content and processes include such strategies as case studies, general information regarding the law, brainstorming, questioning for critical thought, decision making and valuing. This experiential curriculum provides a means of implementing the present social studies requirements that decision making and critical thinking skills be developed within the existing social studies curriculum. Additionally, an understanding of rights, liberties, and obligations of citizens; the development of outcomes identified in crime and drug education; understandings of the free enterprise system; and the application of values that lead to skill in human relationships and effective citizenship are contained in the broad scope of the project, grades K-8.

STUDENT OUTCOMES

Students should be able to:

1. Understand and demonstrate the basic elements of responsible citizenship.
2. Explain the importance of rules, leaders, and laws.
3. Develop and use criteria for voting based on desired leadership qualities.
4. Demonstrate responsibility in relation to following rules and/or laws.
5. Define crime in their own terms and give examples.
6. Describe responsibilities for crime prevention. (i.e., locking doors in cars, home; not talking to strangers or accepting rides from strangers; not leaving lunch money around; locking bicycles, putting names on personal items.)
7. Relate their understanding of crime to that of responsible citizenship.
8. Comprehend the realities of consequences of breaking rules and of criminal or delinquent behavior.
9. Demonstrate an understanding of local problems by becoming involved in the community.
10. Value the worth and dignity of self and others.
11. Display a positive attitude or respect toward their country and participation in the American political system.
12. Use models for rational decision making.

    Gather facts to aid in making difficult decisions involving conflict.

    Clarify alternative choices and consequences in decisions to be made.
13. Use the skills of:
    A. Locating and organizing information.
    B. Drawing inferences and tentative conclusions from data.
    C. Formulating and applying generalizations to new situations.

Lesson One

WHAT IS A FRIEND?

Purpose: To develop concept "friend" to include friendly behaviors between people who depend on one another.

Concepts: Friendly and unfriendly behaviors
Dependable behavior

Materials: Newsprint or manila paper
Crayons

Objectives:

1. Students will speculate on possible conclusions to an open-ended story.
2. Students will list examples of friendly and unfriendly behaviors.
3. Students will describe feelings associated with friendly and unfriendly behaviors.
4. Students will list ways they depend on people and people depend on them.

Activities: Warm Up: Tell children you are going to read them a short story about a child who was scared. Ask them to listen to find out why she was afraid.

1. Read the story "A New School - Again" aloud to the pupils.
2. Question students:
   a. "What do you think might happen to Kelly at the new school?" "Why?"
   b. "What kinds of things might Kelly do to show that she would like to be a friend?" (Probe for helping, sharing behaviors.)
   c. "What might Kelly do to show that she did not want to be friends with anyone?" (Probe for selfish, hurting behaviors.)

   Role Play: Children may want to role play Kelly coming to their class as a new student.

   d. "How does it make you feel when someone acts unfriendly toward you?" (Probe for "hurt," "anger," "mad," etc.) "How does it make you feel when you act unfriendly toward someone else?" (Probe for "bad," "guilty," "ashamed," etc.)
   e. "How does it make you feel when someone acts friendly toward you?" (Probe for "warm," "comforting," "good," "happy," etc.)

   "How does it make you feel when you do something friendly toward someone else?" (Probe for "proud," "happy," "good," etc.)

3. Teacher: "Friendship feels best of all when two people can depend on one another to be friendly and helpful." Ask, "What people do you know whom you can depend on to be helpful?" "In what ways do you depend on them?" "Would you consider these people your friend?"

4. Ask: "How do people depend on you?" "Do you think they consider you their friend?"

Evaluation: Ask the students to draw one or more pictures that might go in a book about friends." (They may want to fold their paper to allow for four or more pictures.)

A NEW SCHOOL - AGAIN

Kelly was going to a new school - again. She had already changed schools twice and now they had moved again. She didn't want to go. She begged her mother to let her stay home. But it was no use. Here she was, standing in front of a new group of children while her mother talked to her new teacher.

Kelly looked around the room and wondered. "Will I be able to make friends with any of these children? Do I even want to be friends with any of them?"

Lesson Two

A FRIENDSHIP THAT DID NOT LAST

Purpose: To develop the idea that friendships do not last if people are selfish and inconsiderate.

Concepts: Friendship responsibilities

Materials: Poem "A Friendship That Did Not Last
Poster board
Felt pens

Objectives:

1. Students will categorize unfriendly behaviors into "On Purpose" and "Thinking Only of Self" classifications.
2. Students will describe negative feelings associated with friendship breakups.
3. Students will list friendship responsibilities under "Things To Do To Keep A Friend" title.

Activities: Teacher:

1. "Today I have a poem about two boys, Tom and Jeff, who had been friends but the friendship did not last. In the poem, Jeff tells his mother what happened. As I read it to you, listen for clues to why Tom and Jeff aren't friends anymore."
2. Read "A Friendship That Didn't Last." (Three children may role play Mother, Tom, and Jeff as you read.) Ask:
   a. "What happened in the poem?"
   b. "Why aren't the boys friends anymore?"
   c. "What things did Tom do that made Jeff mad?" (bossy, not share, push, called names, etc.)
   d. "Do you think Tom did all of these things on purpose to hurt Jeff or did he do some of them just because he was only thinking of himself?"
3. On the chalkboard write two titles side by side - "ON PURPOSE TO HURT JEFF" and "THINKING ONLY OF SELF." Ask students where they might categorize "bossy," "not share," "push," etc. (The purpose of this activity is to help students realize that selfish behaviors often hurt others even though they might not be intentional.)
4. Ask:
   a. "How do you think these things make Jeff feel?" (hurt, angry, etc.)
   b. "Have you ever felt like Jeff?" "What did you do about it?"

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c. "How do you think Tom feels now?" "Do you think he's sorry that he and Jeff are no longer friends?"

d. "Have you ever acted a little like Tom?" "What might we do when we realize we have accidentally hurt someone's feelings?"

6. Teacher: "At the end of the poem, the Mother says, 'It takes a lot of work to keep a friend'." "What do you think she means by that?"

7. Write on the chalkboard "THINGS TO DO TO KEEP A FRIEND."

   Say, "Let's list some of the 'work' that must be done to keep a friend. Sometimes these are called 'friendship responsibilities'." List children's responses - share, not call names, consider others, etc.

Evaluation: As a class, make a poster entitled - "Things To Do To Keep A Friend."

A FRIENDSHIP THAT DIDN"T LAST

My mother asked the other day
Why Tom no longer came around.
She hadn't seen him lately, and
She hadn't heard his name.
She asked, "Are you two still friends?
Is everything the same?"

I thought about my ex-friend Tom
And answered, "No, It's not the same.
He used to be my friend, I know,
But I don't like him anymore,
He always wants to be the boss.
He doesn't share his games.
He pushes when he gets in line.
He sometimes calls me names.
I saved a place for him at lunch
And he said he didn't care.
Oh, I'd like to poke him in the nose
Or pull him by the hair."

My mother said, "I'm sorry, Jeff,
I know just how you feel.
It hurts when friendships aren't the same.
It seems like a rotten deal.
But to keep a friend takes lots of work -
To keep a friend for real."

Lesson Three

I FORGOT!

Purpose: To explore personal concepts of responsibility and trust.

Concepts: Responsibility (a behavior that people are depending on)
Trust (to depend on someone to behave in a certain way)

Materials: Reading "I Forgot"
Blackboard and chalk
Response Sheet #1

Objectives:

1. Students will apply decision-making model to open-ended story.
2. Students will describe personal responsibilities.
3. Students will list behaviors which indicate trustworthiness.

Activities:

1. Read the story, "I Forgot" aloud.
2. Ask: (Use board to display answers.)
   a. "What is the problem?"
   b. "What are some things Jessica might do now?"
      (List "ALTERNATIVES" - e.g., cry, tell teacher, kick Rachel, call Mother, etc.)
   c. "What might happen if Jessica chose to do this?"
      (Take each alternative one at a time.)
      (List "CONSEQUENCES" of each alternative.)
   d. "What are some things Rachel might do?"
      (List "ALTERNATIVES" - e.g., apologize, blame it on someone else, tell teacher, etc.)
   e. "What might happen if Rachel chose to do this?"
      (List "CONSEQUENCES" of each of Rachel's alternatives.)
   f. "Do you think Jessica and Rachel will remain friends?" "Why or why not?"

   NOTE: Some children might benefit from role-playing the situation and the alternatives as they are suggested. Different students might act out the parts of Jessica and Rachel.
3. Teacher: "Jessica had given Rachel a responsibility and had depended on her to do it. Jessica had depended on Rachel to behave in a certain way. She had trusted Rachel to buy the flowers."

   Ask: "Have people ever depended on you to behave in a certain way? What responsibilities have you been given?" (List)

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4. Teacher: "When people give us responsibilities, when they depend on us to behave in a certain way, they are showing that they trust us."

   Ask: "What happens when people forget their responsibilities?"

5. Teacher: "Some responsibilities are small and some are big. Some are hard to do and some are pretty easy. But whether it's a big thing or a little thing, when we do things that show we can be trusted, we are showing that we are responsible and that people can depend on us. Ask: "What are some things we can do to show that we can be trusted?"

   (Write on chalkboard - THINGS THAT SHOW WE CAN BE TRUSTED) List student responses - e.g., be dependable, don't forget, tell truth, etc.

Evaluation: Reponse Sheet #1 (Sentence completion exercises)

"I am responsible for...."

"I can be trusted to...."

I FORGOT!

Jessica was so excited. It was the teacher's birthday and Jessica had planned a surprise. The teacher loved flowers and Jessica's friend Rachel's mother worked in a flower shop. Jessica had given Rachel some money to buy flowers for the teacher's birthday present. Jessica could hardly wait to see how happy the teacher would be.

Jessica was waiting for Rachel outside the classroom. Other children began going in with gifts but no one had thought of bringing flowers. Where oh where was Rachel?

Here came the flower shop van! Out came Rachel....but ....oh, no....Rachel wasn't carrying anything and the van was driving off!

Jessica ran to Rachel and excitedly asked, "Where are the flowers?" Rachel looked shocked and then gasped, "Oh, dear, I forgot!"

RESPONSE SHEET #1

1. I am responsible for:

_____

_____

_____

_____

2. I can be trusted to:

_____

_____

_____

_____

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Lesson Four

A DIRTY TRICK

Purpose: To develop respect for property ownership and different types of property ownership.

Concepts:
Individual ownership
Group ownership
Loaned property

Materials:
Reading "A Dirty Trick"
Pictures 1 & 2 (Optional)
1. Pedro watering plant
2. Plant with name changed

Response Sheet #2, Ownership Chart

Objectives:
1. Students will list attributes of ownership. (Something that belongs to someone, was given to someone, etc.)
2. Students will list things they own.
3. Students will classify items into the following categories -
   One owner
   Group ownership
   Temporary ownership (on loan)

Activities:

Warm-Up: Our story today is about something that happens to cause a boy to change from feeling very good to feeling very angry. Listen to what happens.

1. Read or tell "A Dirty Trick."
2. Ask: "What happened?" "Why was Pedro feeling good?" "Why was he angry?"
3. Teacher: "Even though the teacher had actually provided the seeds and containers for all the children, Pedro felt like the plant belonged to him. Do you think it did? Why?"
4. Teacher: "When people really own something, when it belongs completely to them, when it is their own personal property, do they have a right to do anything they want with it? "Do you have the right to draw on paper of your own?" "Do you have the right to draw on just anybody's paper?" "Why is that?"

   Teacher: "Let's make a list of some of the things you own. Beside each item, I'll put the name of the owner."

   Example:

ITEM	OWNER
pencil	George
gloves	Mary

5. Teacher: "Some things are owned by more than one person. For instance, two brothers may share ownership of a dog. Two women

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(people) might share ownership of a store. Do some of you own things with other people? Let's list some of these." (Make a second column on the board.

Example:	ITEMS	OWNERS
	basketball	Mary and Sue
	wagon	Tom and Dick

6. Teacher: "Some property which belongs to someone is temporarily loaned to someone else. (You may need to clarify meaning of temporary.) How about a library book? A library book doesn't really belong to you because you have to give it back. But, when you check it out, you are given temporary ownership of it. That means you have ownership rights for a temporary period of time. While it is checked out to you, you have the right to use it and to carry it around with you but you do not have the right to destroy it, do you?"

   Teacher: "For our last chart, let's list some things that we use on loan, some things that we become owners of temporarily for a certain period of time."

List:	ITEM	REAL OWNER
	library book	school
	tools	neighbor

   "How should we treat this property?" "Would you be as careful with these things as you would your own toys?" "Why?"

   (May need to clarify meanings of "Item" and "Borrower")

Evaluation: Response Sheet #2

RESPONSE SHEET 2

OWNERSHIP CHART

ONE OWNER

ITEM	OWNER

GROUP OWNERSHIP

ITEM	OWNERS

TEMPORARY OWNERSHIP

ITEM	BORROWER	REAL OWNER

A DIRTY TRICK

Pedro had been working on his science project for weeks. Everyone in the class had been growing a plant from seed. Tomorrow they could take them home. Pedro had carefully watered his plant each day and had made sure it had plenty of sunlight. His seed was the first one to sprout and now it looked like it was going to be the biggest one in the class. He would be so proud when his parents saw it.

After lunch, all the children were asked to help tidy up the classroom so that it would look especially nice for Open House. Pedro helped put up a bulletin board while other children arranged the plant display. After Pedro finished his job, he went to check on his plant. How angry he was to find that the names had been switched! Now the name "Bill W." was taped on Pedro's plant and Pedro's name was taped to a scrawny little yellow sprout!

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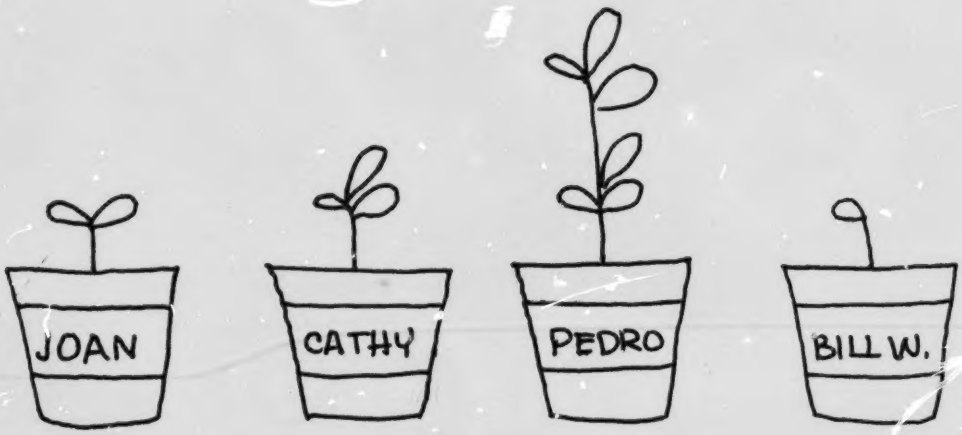
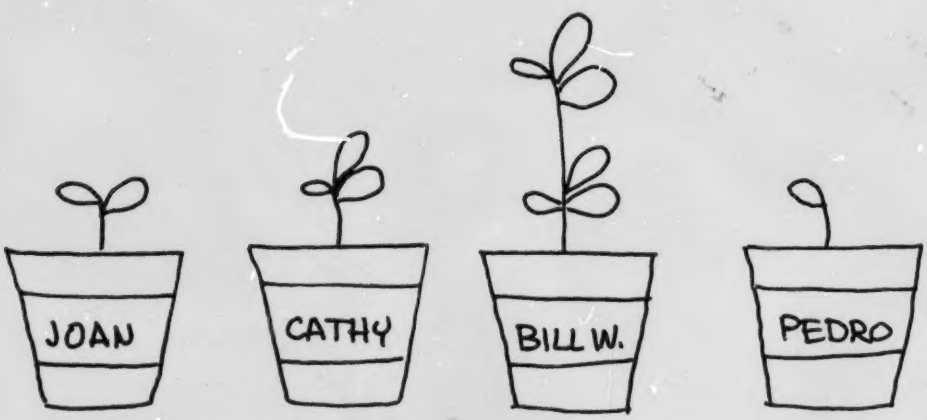
PICTURE 1 - LESSON 4



PICTURE 2 - LESSON 4



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Lesson Five

SHARING PROPERTY

Purpose: To develop the idea that owners of shared property must work out ways to share use and responsibility of property.

Concepts:
Conflict over joint ownership
Sharing use of co-owned property
Sharing responsibility of co-owned property

Materials:
Colored construction paper
Old magazines, miscellaneous scraps, etc.
Scissors
Paste

Objectives:
1. Students will recognize that conflict can develop from joint ownership.
2. Students will recognize that conflict over joint ownership can be reduced by taking turns.
3. Students will describe special caretaking responsibilities associated with joint ownership.

Activities:

First Session

1. Teach children how to make collages using torn paper and/or magazines and/or scraps. Assign part of the class to work individually and part of the class to "partnerships." Each "partnership" should produce only one collage. Upon completion, label each collage clearly with the name or names of the producers. Be certain both names are plainly displayed on the partnership products. Keep all products together. Do not allow children to take home or keep in desks, etc.

Second Session

2. Instruct students to "come get your projects and take them to your desks." Conflict should develop over partnership products. Let children try to work it out themselves if possible. If too disruptive, settle it for them in some way. (Example: neither gets it or one at a time, etc.)
3. When class has settled, ask, "What happened?" Probe to get as many specifics as possible such as:
   a. "Did you have any problem, Tom?" (individual producer)
   b. "Did you, (child)?" "Did you, (child)?" (various types)
   c. "What kind of problem did you have?"
   d. "How did that make you feel?" (if you ended up without anything, etc.)

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Hopefully, through children's responses, students will come up with ideas that conflict/problems can develop over partnership products (shared ownership).

4. Teacher: I planned what just happened to demonstrate how problems can sometimes develop when two or more people own things <u>together</u>. When you share ownership of something, the partners have to work out some way to keep from fighting over it. They have to work out some way to <u>share</u> the pleasures of owning it as well as the <u>responsibilities</u> of owning it.

5. Ask: "Would it be fair to let one partner take the collage home tonight and the other partner take it home tomorrow night? What other ways might partners share ownership?"

6. Ask: "If you took turns taking the collage home, would you feel particularly responsible for taking good care of it when it was your turn?" Turn to a "partner" and ask, "How would you feel if your partner damaged or lost your collage before you had had a chance to take it home?" Then turn to others and ask same question.

7. Summarize: "When people own something <u>together</u>, they must find some way to share both the rights and responsibilities of ownership. When you damage only your <u>own</u> property, you hurt only yourself. But if you damage something that you own <u>with</u> someone else, it's twice as bad because <u>two</u> people get hurt — you have not only hurt yourself but also someone else."

<u>Evaluation</u>: Make a class chart entitled:

"SHARING AND CARING FOR PROPERTY"

Shared Property	Owners	Ways we share it	Ways we care for it.

Lesson Six

PUBLIC PROPERTY

Purpose: To develop idea that some property is used and owned by everyone in the community.

Concepts: Public (shared ownership by everyone in the community)
Community (everyone living in same area)
Taxes (money used to pay for public things)

Materials: Transparencies and/or poster cards

1. School
2. Freeway Interchange
3. Library
4. Park
5. All four
6. Taxes/Public Property

and/or

Optional: Sample sales receipts showing "tax"

Objectives:

1. Students will be able to name several examples of public property.
2. Students will recognize that people living in the same area share ownership of public property.
3. Students will be able to define "taxes" as money used to buy public property.

Activities:

1. Show transparency or poster card #1 - School

   Ask: "What is this?"
   "Who uses this property?"

   Probe: Try to get idea of all children living in a certain area. "Who do you think owns this property?" (Accept all responses with "maybe, we'll see" rather than providing answer at this point.)

2. Show transparency or Poster Card #2 - Freeway Interchange

   Ask: "What is this?"
   "Who uses this property?"
   "Do you think the people living near it use it the most?"
   "Who do you think owns the freeways?" "Why do you think so?"

   (Accept guesses with "maybe, we'll see.")

3. Show #3 - Library

   Ask: "What is this?"
   "Who uses this property?"
   "Who do you think owns the library?"

4. Show #4 - Park

Ask: "What is it?"
"Who uses it?"
"Who do you think owns it?", etc.

5. Show #5 - (All four examples)
Tell students all of these are alike in some way. How do you think they might be alike? (Probe for "used by everyone.") "They are all owned by everyone and used by everyone so they re called public property. Public property usually is very expensive and costs a lot of money, so everyone goes together to pay for it. The money people pay to buy public property is called tax money."

6. Show #6 - Circular Flow
Point out on transparency while saying, "People pay taxes to buy property that everyone can use."

7. Ask, "Did you know that you pay taxes too?" Tell "One way everyone pays taxes is when they buy things in a store. This is called a sales tax."
(Show sample sales receipts if convenient. Suggest that they ask about the sales tax the next time they go shopping.) Assign "Ask your family to tell you about all the different kinds of taxes they pay....income taxes, property taxes, etc. I'll bet you'll find that everyone of us pays taxes to help buy public property."

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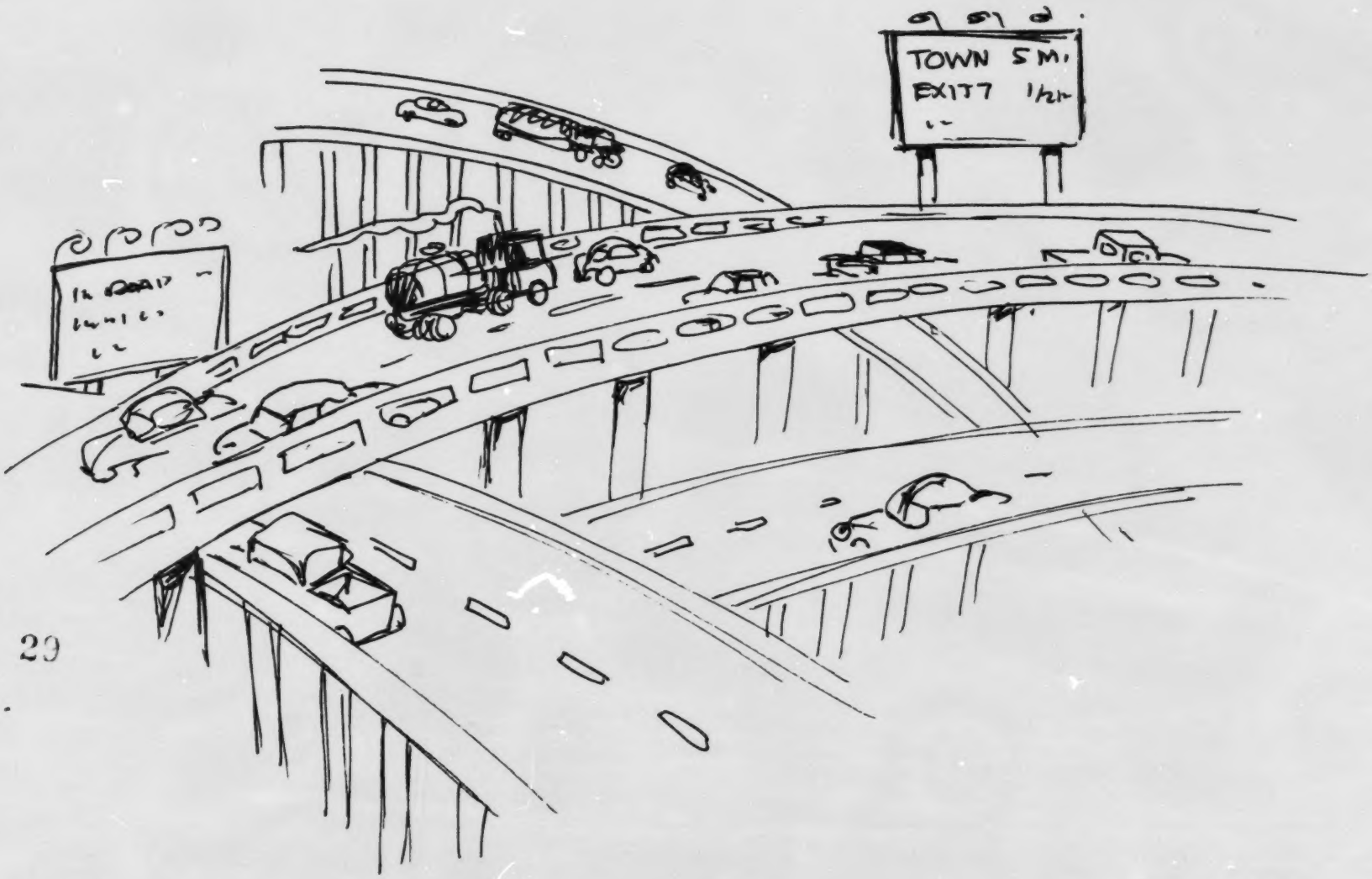

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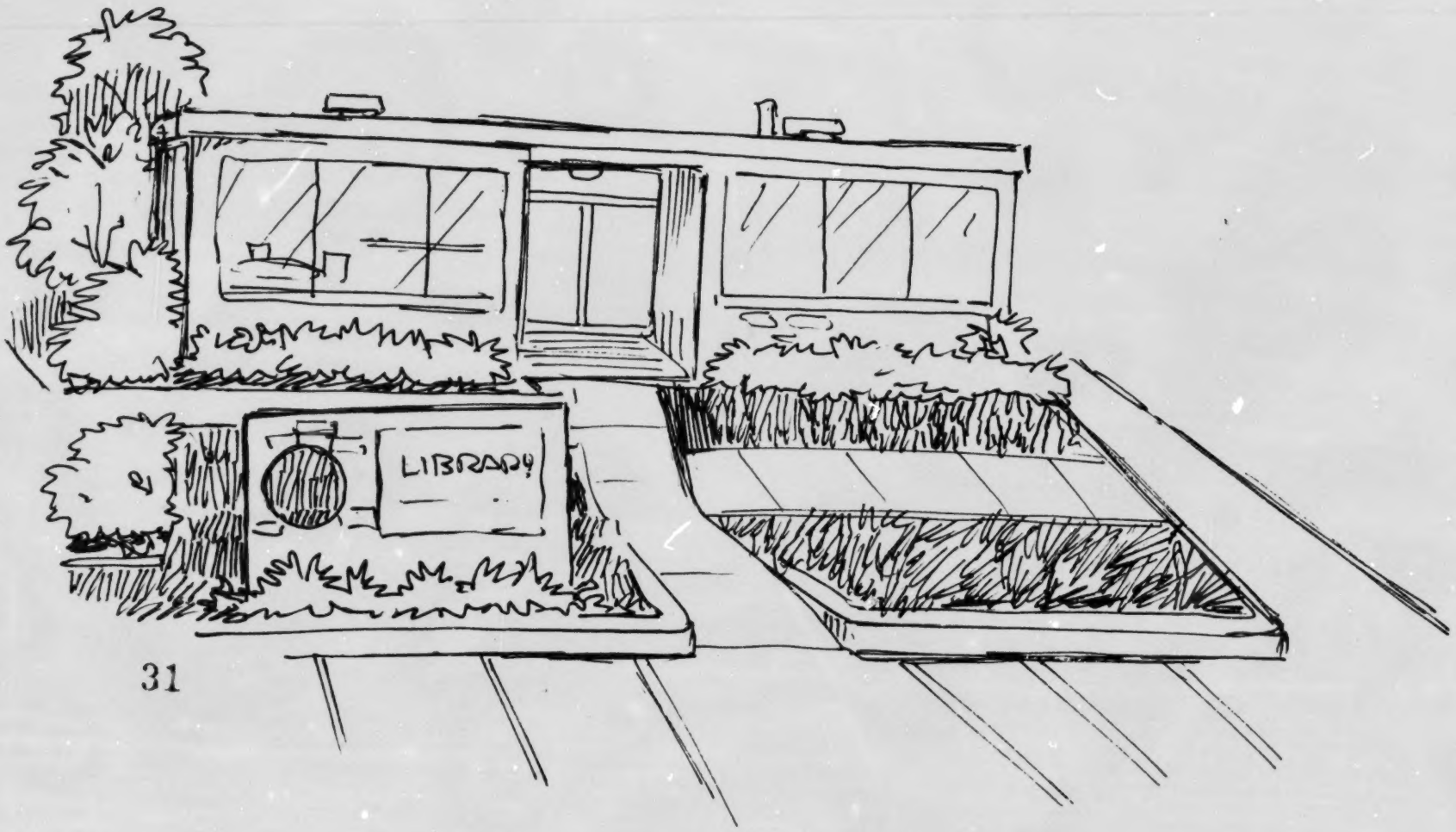

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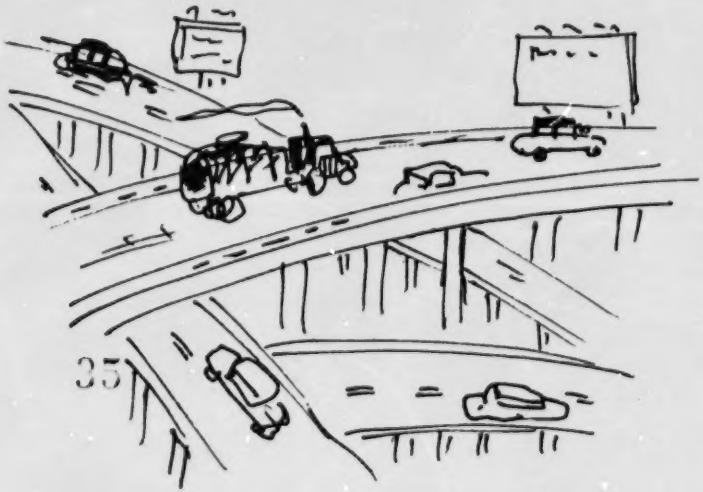

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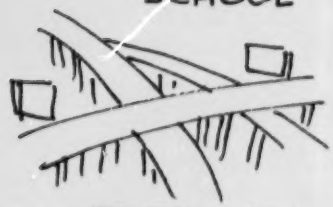
TAXES

SCHOOL

LIBRARY



FREEWAY

PARK

PUBLIC PROPERTY

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TAX PAYERS = OWNERS

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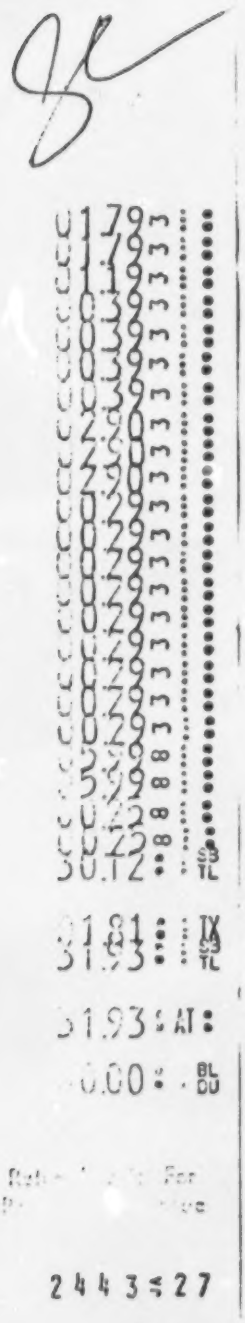

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TAX	.99
AMOUNT TENDERED	17.49
CHANGE	.00
TTL 120878 1 CSH	17.49

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M Scottsdale Park Plan

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Lesson Seven

PUBLIC SERVICE JOBS

Purpose: To develop idea that some people are paid by everyone to provide helpful services for everyone in the community.

Concepts: Community helpers (people who help in the community)
Public Service jobs (jobs paid for by tax money to help in the community)
Public Servants (people who work for the community and are paid with tax money)

Materials: Public Service Job Puppets

1. Zoo Keeper
2. Mail Carrier
3. Sanitary Worker
4. Fire Fighter
5. Ambulance Driver
6. Police Officer

Objectives:

1. When given a description of specific services provided by six public service persons, students will be able to name the job.
2. Students will be able to list at least two ways public service jobs are alike.
3. When given the name of one of six public services jobs, students will be able to describe specific services provided by that job holder.

Activities:

1. Play "Who Am I?" with puppets, one at a time. Read "speech" on back. Have children guess names of jobs. When correct guess is given, show puppet. (Puppets may be distributed in advance to six different children.
2. Ask: "How are all of these jobs alike?" Probe for - help community, paid from taxes.
3. Tell students that these people perform special jobs that help everyone in our community so everyone in the community helps pay their salaries by paying taxes. These jobs are sometimes called 'public service jobs.' "Why do you think they are called that?" (Probe for: provide service to public; help everyone in community.)
4. Teacher: "People who hold these jobs are sometimes called 'public servants.' A servant is someone who provides a service for others. Why might these people be called 'public servants'?" (Probe for: they all perform duties that help the public, all the people in the community.)

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5. Ask: "Do you think they are good jobs to have? Why or why not?" (Probe on specifics - such as "Why do you think a Zoo Keeper would be a good job?")

6. Ask: "Which job do you think is the hardest? Why?"

7. Ask: "Would you like to have one of these jobs when you grow up? Why or why not?"

Evaluation: Have students make puppets (or draw pictures) of a job they might like to have in the future (not just public service jobs). As they show and tell about their products, ask the whole group to try to determine whether it is a "public service job" or not. (You will have to help them distinguish between private and public sources of salaries.)

SPEECHES FOR HAND PUPPETS

HAND PUPPET 1: Zoo Keeper

"I care for unusual animals like monkeys and bears. I keep their cages clean and make sure they have the right things to eat. I show them to boys and girls who come to visit. I help make our community a more interesting place to live. My salary comes from tax money. Who am I?"

HAND PUPPET 2: Mail Carrier

"I come to the outside of your house almost every day. I carry magazines, letters, and cards to many, many houses and apartments. I help make our community a nicer place to live. My salary comes from tax money."

HAND PUPPET 3: Sanitary Worker

"I help keep our community clean. I come to your house in a big truck. I take your trash away. I help make our community a nicer place to live. My salary comes from tax money."

HAND PUPPET 4: Fire Fighter

"I only work if I am called. I hope you never have to call me. I try to teach people to be careful with matches and gasoline cans. Sometimes, my job is dangerous. I help keep our community safe. My salary comes from tax money."

HAND PUPPET 5: Ambulance Driver

"I only come when I am called. I help people hurry to the hospital when they are hurt. Sometimes, I turn on a siren to warn people that I am driving fast. I help save lives in our community. My salary comes from tax money."

HAND PUPPET 6: Police Officer

"I help people drive safely. I stop people who drive too fast. I arrest people who are not obeying the law. I help people who are lost. I break up fights. If you are frightened, you can call me to come help. I help keep our community safe. My salary comes from tax money."

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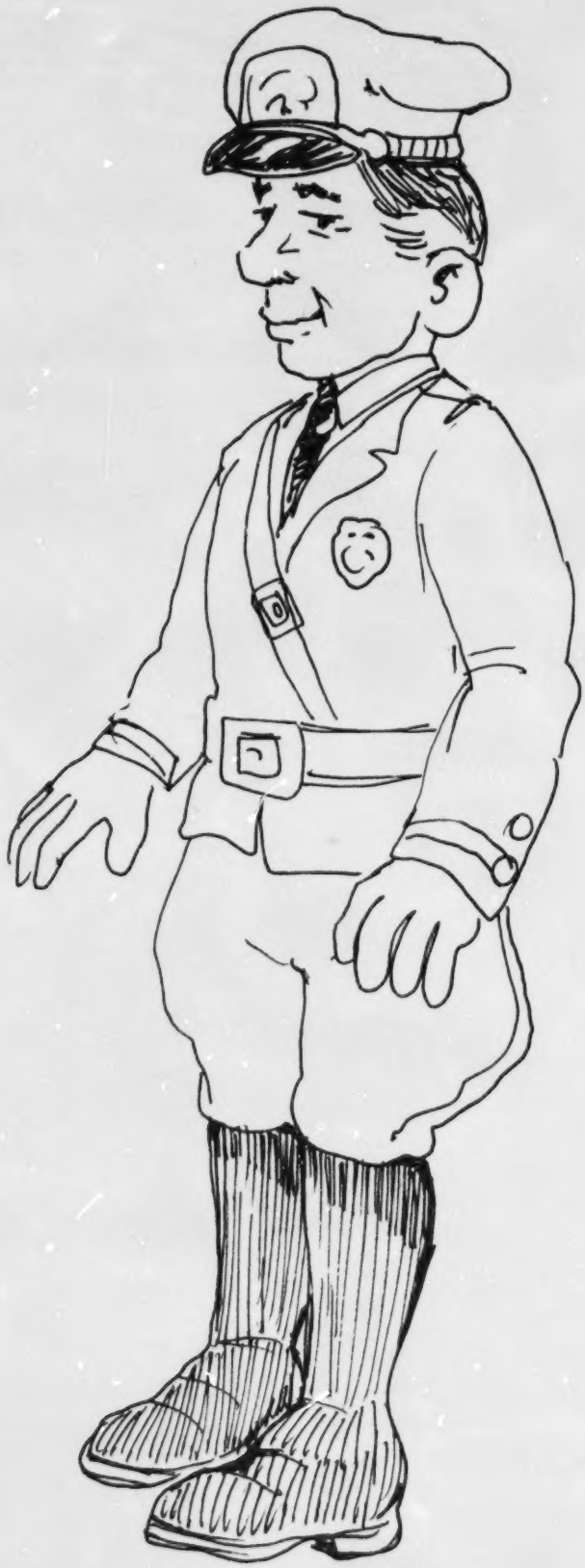

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Lesson Eight

HOW A LIBRARIAN SERVES THE PUBLIC

Purpose: To investigate the role of a librarian as a public authority; (also, to recognize that a librarian is a human being who has special responsibility to members of a community.)

Concepts: Public servant (salaried employee serving the public)
Authority (someone with the power to enforce rules)
Rules (cetain standards of behavior)
Penalties (certain punishments to make sure people treat one another fairly)

Materials: Interview Sheet #1

Objectives:

1. Students will interview a librarian (in a school or a public library) using a pre-printed form.
2. Students will describe ways a librarian serves the public.
3. Students will recognize that rules and penalties are used to make sure people treat each other fairly and share fairly.
4. Students will recognize that a librarian is a type of public authority.

   Note: A public school librarian is a public servant.

Activities:

1. Arrange for children to visit a public librarian for the purpose of an interview. (You may want to describe the lesson to the librarian in advance.) Distribute an "interview sheet" to each child to take to the interview. Read the questions to the children. Assign each question to one (or more) children. Have individual children ask the questions and all record answers if possible.
2. Upon returning to the regular class situation, gather children near blackboard and ask:
   a. "What did we learn from our interview?" (Write responses on board.)
   b. "In what ways does the librarian serve the community?" (When a child mentions something already on the board, circle it. Add new responses to list.)
   c. "Would you consider the librarian a public servant? Why or why not?"
   d. "What rules and penalties did we find that help all people share books fairly?" List in two columns:

      RULES PENALTIES

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3. Write "authority" on chalkboard. Tell students that an authority is someone with the right and power to enforce rules. "Would you consider the librarian an authority?" "Why or why not?"

4. Would you like to be a librarian?" "Explain why."

Evaluation: Draw a picture of some of the jobs a librarian does. (Or write a story about what you learned in the interview.)

INTERVIEW SHEET #1
LIBRARIAN

1. What are your responsibilities as a librarian?

2. Where does the money come from to buy books?

3. Where does the money come from to pay salaries for librarians?

4. Where does the money come from to pay for library furniture and lights?

5. Are you a public servant?

6. What rules do you make to make sure people share the books?

7. How do you make sure people follow the rules?

Lesson Nine

HOW POLICE OFFICERS SERVE THE PUBLIC

Purpose: To investigate the role of a police officer as a public authority. (Also, to recognize that a police officer is a human being who has a special responsibility to members of a community.)

Concepts: Law (a very important rule)
Police (public servants who are paid to keep the community safe and to keep people from breaking laws)
Crime (breaking a very important law; usually followed by a big penalty)
Authority (someone with the power to enforce rules)

Materials: Hand Puppet 6 (from Lesson 7)
Butcher paper or poster board
Manila paper
Crayons for evaluation activity
Possibly a cassette tape recorder and blank tape

Objectives:

1. Students will list their ideas about what police officers do.
2. Students will develop questions to be asked of a police officer in an interview.
3. Students will compare their initial ideas with what they learned in the interview.
4. Students will generalize that police officers are public servants who are paid to keep the community safe and to keep people from breaking laws.

Activities: Warm-Up: Show Hand Puppet of Police Officer from Lesson 7. Tell children that we're going to be talking about the many different things police officers do.

1. (Using poster board or butcher paper) Make a large chart entitled "WHAT POLICE DO." Divide it into two sections labeled "OFF DUTY" and "ON DUTY." Have children guess things that could go on the chart. Get them to tell you which section to put it in. For instance "Chase Robbers" or "Give Tickets" would go in "ON DUTY" and "Watch TV," "Go to church," "Go bowling," etc. would go in "OFF DUTY."

WHAT POLICE DO

ON DUTY	OFF DUTY

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2. Divide children into small groups to write some questions they might like to ask a police officer in an interview. Later, share lists orally with other groups. (Teacher may want to tape the various group reports.)

3. Discuss how you might find answers to their questions:

   a. Visit police station.

   b. Invite one or more police officers to visit the class.

   c. Have the teacher and/or a parent volunteer visit a police station to conduct interview and record discussion on tape recorder.

   d. To write a letter to the police captain or head of the police officers' association.

4. Choose one or more ways to find answers for the group questions.

Follow-Up Lesson - (After data has been gathered)

1. Say, "Today we're going to compare what we first thought about what police do and what we actually found."

2. Show chart from first day (WHAT POLICE DO). Ask, item by item, "Did we find this to be true?" Check those items which were supported by the data. Draw a line through those items which were rejected by the data. Place a question mark beside those items where the data is inconclusive ("we still don't know").

3. Conclude by asking, "What might we say generally about police officers?"

Evaluation: Option A - Draw a picture that shows what a community might be like if there were no police officers around to help in a community.

Option B - Divide manila paper in half. On one side draw a picture of a police officer at work. On the other side draw a police officer at home.

Lesson Ten

CITIZEN ME GAME

Purpose: To simulate the use of public service as well as helpful and harmful citizenship behaviors.

Concepts:
Public services
Helpful citizenship behaviors
Harmful citizenship behaviors

Materials:
1 Game Board for each 4-6 students (tape sections together)
1 button for each player
1 set Citizen Cards for each board (22 printed, 10 blank)
1 die (or a pair of dice) for each board

Objectives:
1. Students will follow rules to play a board game entitled "Citizen Me."
2. Students will list additional possibilities for Citizen Cards
3. Students will discuss ways the game is like their own experience.
4. Students will discuss ways the game is unlike their own experience.

Activities:

FIRST DAY

1. Arrange students in groups of 4-6 with one board per group, one button "marker" per child, and one stack of Citizen Cards per group. (Use printed cards only first time through.)
2. Read and explain game directions below to all groups at once.

   Directions for game:

   Object of Game - To move around the board in the direction of the arrows from the space marked "Start" to the space marked "Home."

   Starting the Game:

   a. Each player selects a button to be his or her own personal "marker."
   b. Players place markers on the space labeled "Start."
   c. Shuffle (mix up) the Citizen Cards then place them in a neat stack on the game board. (Turn them so the word "Citizen Card" is on top.)
   d. Players take turns rolling the die to see which player will have the first turn. The player rolling a "6" first gets to be first. The person on the left takes the next turn and so on. (Play moves clockwise.)

Taking a Turn:

a. Roll die, then move marker the number of spaces shown.

b. If marker lands on a shaded space, player draws a "Citizen Card" and follows directions. (Return card to bottom of deck.)

c. Have children play the game until each group has a "winner." (Groups finishing early may start the game again.)

d. When all groups have at least one "winner," instruct them to put away game boards, cards, dice, and markers.

e. When back in standard seating arrangement, ask: "In the game, what were some ways people got to move ahead?" (Roll high, draw a Citizen Card.) "What were some of the behaviors described on the Citizen Cards that allowed people to move ahead?" "What were some of the situations that caused players to move backwards?"

f. Conclude - "In this game, helpful behaviors are good citizenship behaviors so players move ahead but poor citizenship behaviors cause players to move backwards. The next time we play it we may make up some new Citizen Cards.

SECOND — THIRD DAY

1. Show sample Citizen Card and say:

   "Remember the game that used these cards? Some of the cards directed you to public services. Some cards described poor citizenship behaviors."

   "If you could make up a new card for this game, what example of good citizenship behavior might you use?" (Encourage several students to suggest ideas..)

   "How many spaces ahead do you think someone should be rewarded for that helpful behavior?"

2. When children catch on to how to make up new cards, divide them into groups of 4-6 again and distribute one or two blank cards to each child. Direct them to write directions on the cards. (A child with well developed fine motor skills may want to do all the writing for the group. This is a "group" task to encourage them to help one another.)

3. When children have completed as many new cards as they'd like, direct them to mix the new cards in with the printed cards and play the game.

NOTE: Children may continue to make up new cards each time the game is played. Having the children change to new game boards each day also gives them the opportunity to use another group's "new cards." The game may be played over several days if desired.

CONCLUDING ACTIVITY FOR GAME LESSON - (De-briefing)

Ask: "In what ways is this game like your own experience?" (or "community")

"In what ways it is not like your own experience?" (or "community")

Evaluation: Options:

1. Have students draw four examples of good citizenship behaviors.
2. Have students role play examples of good citizenship behaviors.
3. Have students make a chart or poster of good citizenship behaviors.
4. Have students develop an original game about citizenship.

CAPTIONS FOR CITIZEN CARDS

(Use primary type)

Size-8 only to an 8½" x 11" sheet

1. Waited turn for jump rope. Move ahead one space.
2. Forgot to lock car door. Move back one space.
3. Picked up trash. Move ahead two spaces.
4. Pushed in line. Move back two spaces.
5. Helped clean house. Move ahead two spaces.
6. Left paper near gas can. Move back two spaces.
7. Looked before crossing street. Move ahead two spaces.
8. Ran into street without looking. Move back two spaces.
9. Answered questions honestly. Move ahead two spaces.
10. Took candy without paying. Move back three spaces.
11. Kept dog on leash. Move ahead two spaces.
12. Called someone a name. Move back one space.
13. Returned book to library. Move ahead one space.
14. Left bike in driveway. Move back two spaces.
15. Helped a neighbor. Move ahead two spaces.
16. Move ahead one space for each public servant you can name.
17. Go to Post Office to buy stamps.
18. Go to Library to borrow a book.
19. Go to Police Station to report a traffic accident.
20. Go to Fire Station to report a fire.
21. Go to Park for a picnic.
22. Go to School to make new friends.

PLUS 10 blank cards!

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Wait turn for jump rope. Move ahead one space.	Forgot to lock car. Move back one space.
Picked up trash. Move ahead two spaces.	Pushed in line. Move back two spaces.
Helped clean house. Move ahead two spaces.	Left paper near gas can. Move back two spaces.
Looked before crossing street. Move ahead two spaces.	Ran into street without looking. Move back two spaces.
Answered questions honestly. Move ahead two spaces.	Took candy without paying. Move back three spaces

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Kept dog on leash. Move ahead two spaces.	Called someone a name. Move back one space.
Returned book to library. Move ahead one space.	Left bike in driveway. Move back two spaces.
Helped a neighbor. Move ahead two spaces.	Move ahead one space for each public servant you can name.
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Go to Park for a picnic.	Go to School to make new friends.

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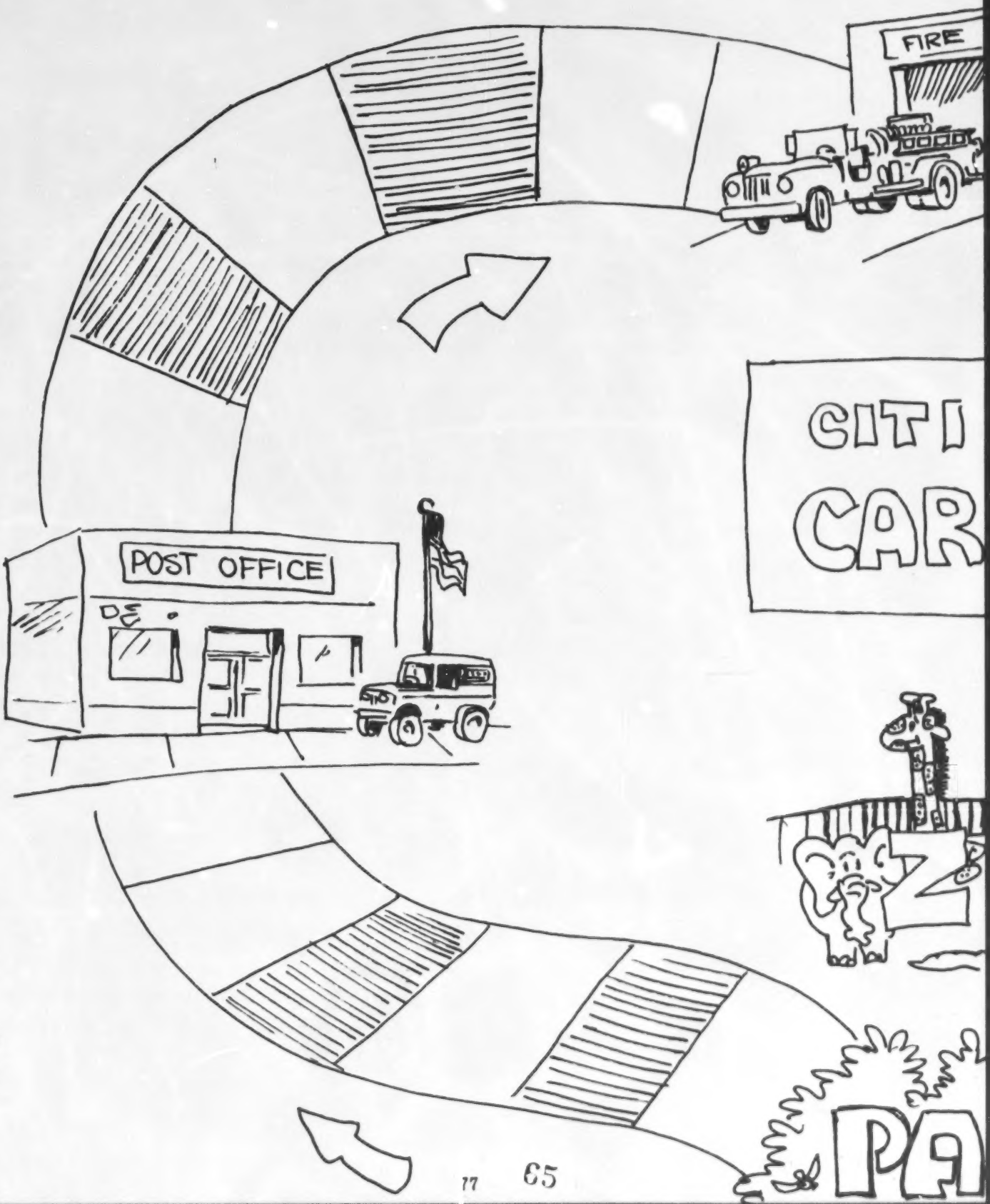
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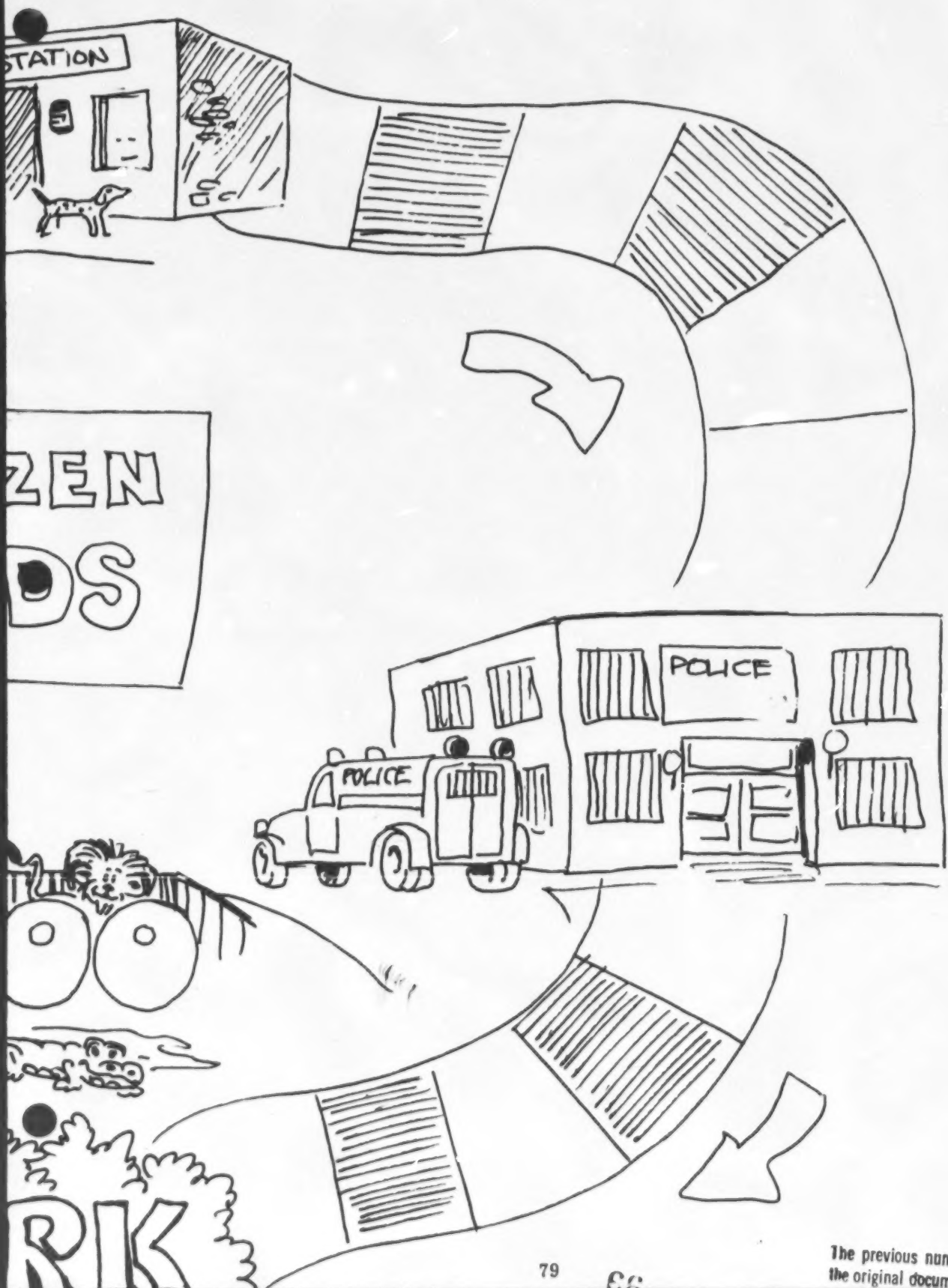

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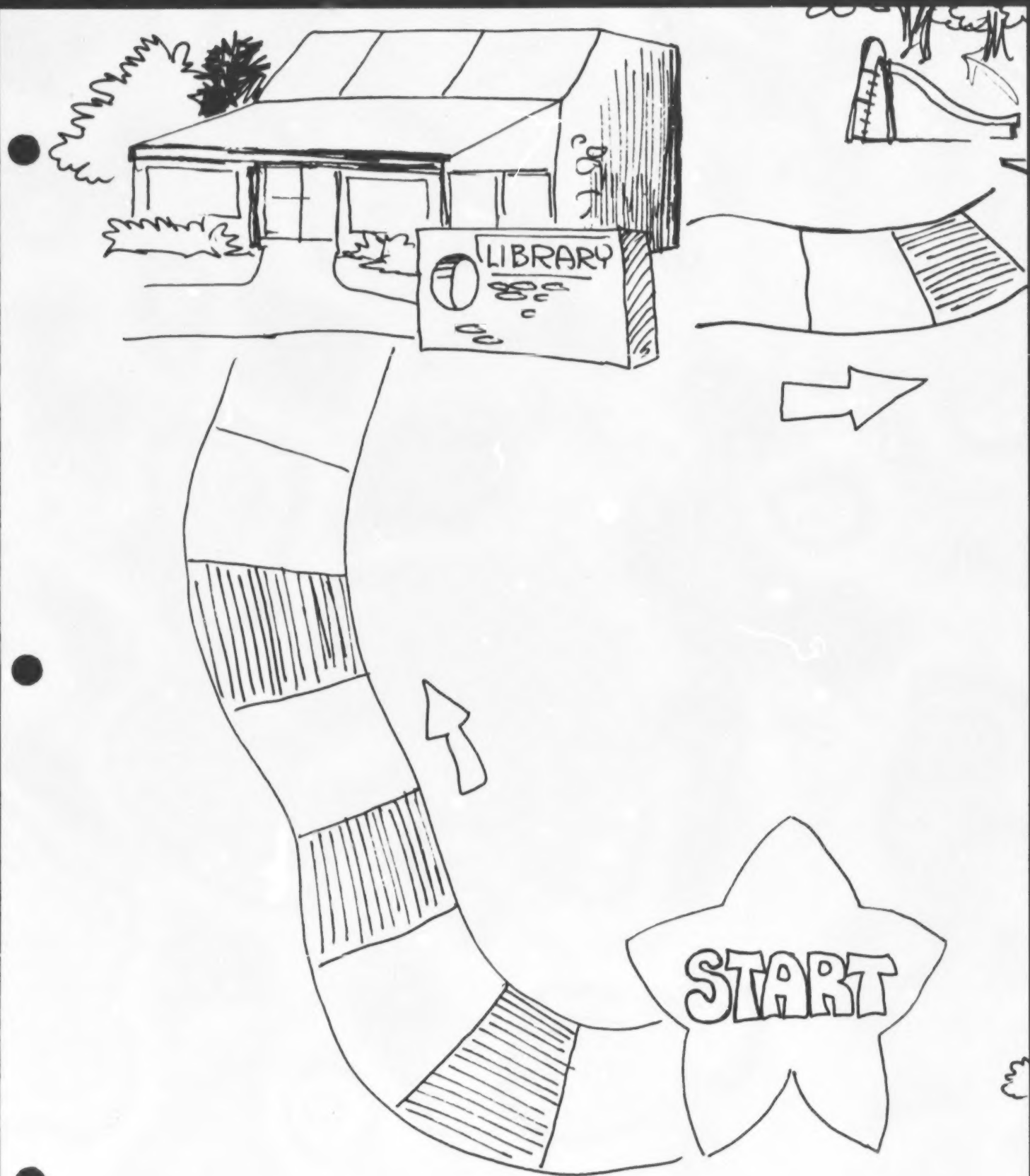

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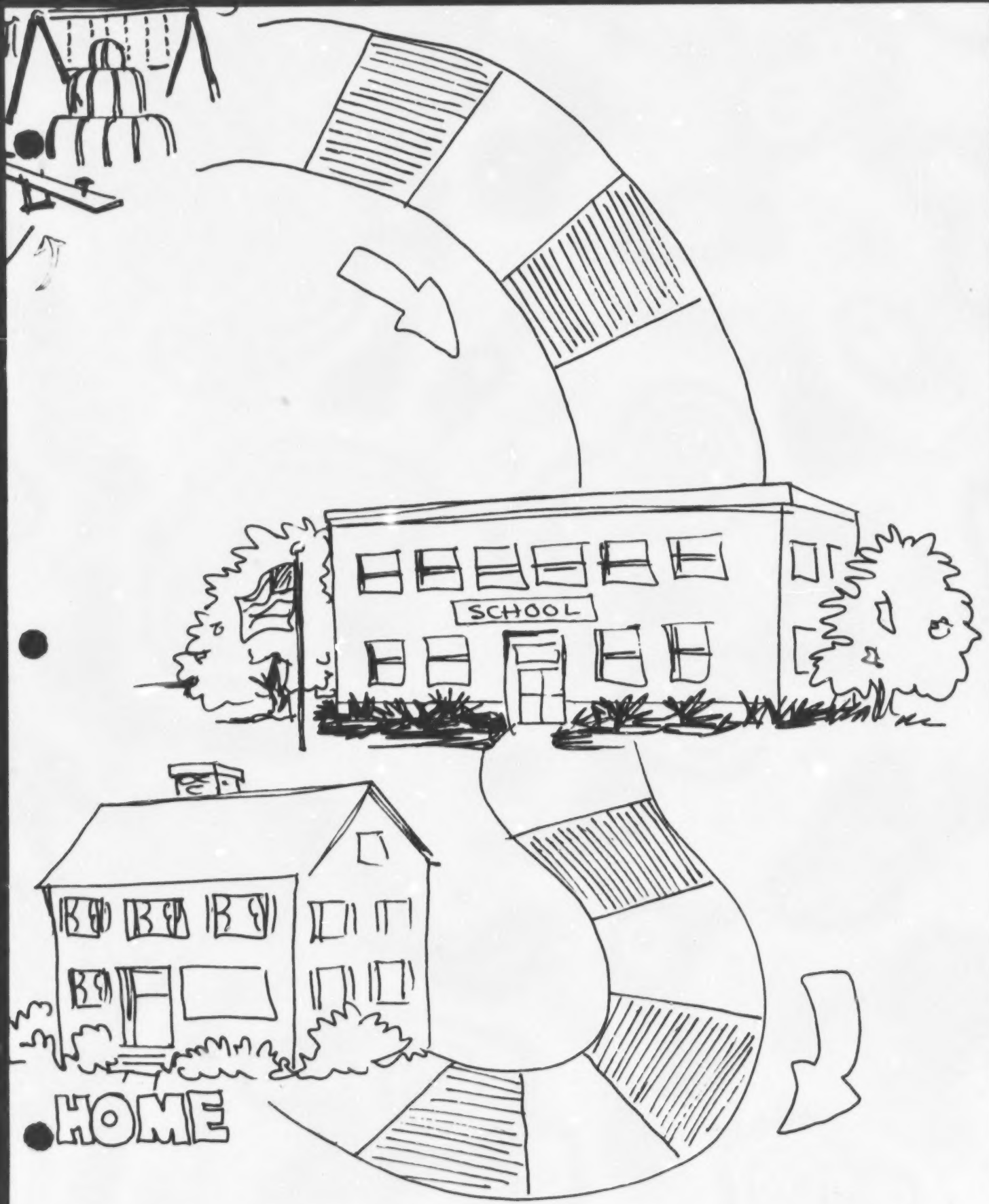

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